KEYES

BOSTON UNIVERSITY

GRADUATE SCHOOL

Thesis

SOCIOLOGICAL ASPECT of VOCATIONAL GUIDANCE in a CONTINUATION SCHOOL

Submitted by

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B. S. Ed. Boston University 1923

In partial fulfilment of requirements for

the degree of Master of Arts

1926

P A R T O N E

FIELD INVESTIGATION
PRELIMINARY TO ESTABLISHING
A
CONTINUATION SCHOOL

ARTIFICIAL FLOWER FACTORY

By courtesy of
Massachusetts Child Labor Committee.

PREFACE

The study embodied in the following pages has been written out of actual field investigation in the city of Boston, through a period extending from 1914 to 1925. It was begun as a necessary preliminary step to the opening of the Continuation School. The original report was made to the Superintendent of the Boston schools and served as a basis on which the school was established and its work continued to the present time. Since that time it has been added to constantly, following developments in school and field work.

What has proved in value in one locality, in a cosmopolitan community, may be of equal value in other communities that have the same problem for solution. This study is published, therefore, with the hope that it may help school committees contemplating the opening of continuation schools, teachers of vocational classes, vocational counselors, employment managers, social workers, and others who have to do with giving young people the right start in life.

TABLE OF CONTENTS

Page

PART III

- STUDY OF OCCUPATIONS -

LIST OF ILLUSTRATIONS

INTRODUCTION

By

Frank V. Thompson,
Late Superintendent of Schools,
Boston, Mass.

In this vicinity the name and the idea of the continuation school were first made known through a little monograph written by Professor Paul H. Hanus of the Division of Education of Harvard University.

This was in 1905. Professor Hanus had spent a considerable part of a sabbatical year in southern Germany and had observed with attention and comprehension the attempts to make educational influences more pervasive in the lives of young people, especially the boys and girls who left school early. The sketch written by Professor Hanus was of interest to us in this vicinity as a piece of novel description of the curious customs of a people who seemed to have little in common with our conditions. That children should continue schooling after going to work seemed as novel to us as the small feet of the Chinese ladies or the rings through the noses of the savage Africans. This period of American thought and attitude was characterized by a feeling of self-sufficiency and self-satisfaction. We were content with counting the large sums of money which we spent for educational endeavor rather

than in appraising what we were getting out of our educational enterprises. The years have been few since we viewed with tolerant curiosity the educational practices of older nations; but we have learned that our earlier conceit was not wisdom, that we are of no finer clay than our neighbors, and that economic and social competency is the result of prudence and conservation.

The report of the Douglass Commission in Massachusetts in 1906, presented a situation curious and novel enough to be sure, but not something far away in a land remote indeed from our lives and destiny. This showed a situation, at home, fraught with danger to our welfare and peace of mind. Thousands of boys and girls who had left school and had entered industry or who were awaiting unprogressive employment were discovered. These children had left school usually without completing the elementary school; they had secured casual employment without guidance and looked forward to industrial citizenship with no plan of self-improvement, no progressive scheme of personal development. The majority of Massachusetts children after leaving the elementary school were drifting, aimless and purposeless.

To correct the situation revealed by the Douglass report, much has been attempted and much accomplished. Pupils remain in school longer today than formerly. Our high

schools have increased in enrollment markedly. Variety of courses, elasticity of administration, and general educational stimulation have been brought about. Massachusetts adopted a permissive continuation school law in 1914. Up to 1918, only one community, Boston, had taken advantage of the act. In 1921, the compulsory law was established in Massachusetts, where a city or town employs 200 or more minors. A number of middle western states have been more enterprising, among them Wisconsin, Ohio and Indiana, and have written compulsory continuation school laws. It is obvious to all observers of the situation that the continuation school constitutes the best instrument to meet the educational needs of boys and girls who leave school early to enter employment.

We as a nation are committed to the experiment of democracy. It is an axiom of democracy that the general level of education must be high. The issue then turns upon how high this level shall be. We may not define this level but we know that the present level is not high enough, and we know that when the attainment of the majority of our boys and girls is low, then we must do what we can to make the standard higher. The continuation school in Massachusetts receives boys and girls between fourteen and sixteen years of age who have left school to enter employment. The war started a counter movement to the stay-in-school trend of recent years and the number of

boys and girls between fourteen and sixteen years of age who dropped out of school increased (1918) from 35,000 to upwards of 50,000.

The function of the continuation school is not merely to continue the early abandoned academic education, but to give the young person guidance in life work, to substitute aim for aimlessness, and to give some prevocational preparation to juvenile workers so that they may seek and secure progressive employment at the close of the juvenile period.

America has had little experience with the project of the continuation school. The large body of facts, conditions, and procedure must be secured by patient study, observation and constructive effort. We need at the present time field workers who will make these essential studies into the facts and conditions confronting the working child. Miss Keyes, in the monograph which follows, has made a constructive effort to portray the picture as she sees it as an actual and earnest worker in the field itself. The continuation school seems certain of realization in the not distant future throughout our country. We cannot as a nation intelligently meet our international obligations in the struggle for democracy without appreciating also the services which our own children need.

The accompanying study of Miss Keyes is commended to all students of social, industrial, and educational improvement who see in educational endeavor the effective means of betterment to the child and a strengthening of our national fabric.

ARTIFICIAL FLOWER FACTORY

By courtesy of
Massachusetts Child Labor Committee.

MAP OF SOUTH BOSTON

PART ONE

FIELD INVESTIGATION PRELIMINARY TO ESTABLISHING A CONTINUATION SCHOOL

The following study was undertaken in 1914 previous to the opening of the Boston Continuation School, and South Boston was the part of the city selected for investigation.

It seemed at the time that the best way to make a study of the local problem preliminary to the opening of a continuation school was to take one district and deal with it under the following headings:

1. Schools
2. Libraries
3. Clubs
4. Individual cases
5. Factory visits
6. Home visits
7. Deductions

The results of the use of this plan were emminently successful, and these steps may be followed by any town or city organizing a continuation school.

The names of factories, localities, and children are necessarily omitted in a report which is to

be made public. The kind of factory and the type of work done are presented in the following pages.

The Scope of the Study

For making this investigation I studied the needs of the child, the effect of environment upon its nature, the social desire, the factory life from the employer's view point and from the child's. I considered also the opportunities available for the satisfying of the child's needs in the factories, places of amusement, including the picture shows, parks, libraries, gymnasiums, and clubs.

The elementary schools, other organizations, and localities investigated were the following:

Schools

Lawrence	B Street
Bigelow	E and Fourth Streets
Shurtleff	Dorchester Street
John A. Andrew	Dorchester Street
Norcross	D and Fifth Streets
Hart	H and Fifth Streets
Lincoln	Broadway
Gaston	L Street
Oliver Hazard Perry	Seventh Street

Libraries:

South Boston Branch	E Street and Broadway
John A. Andrew Reading Room	Andrew Square
City Point Reading Room	Municipal Building

Clubs:

Opportunity	South Boston High School
Social Clubs	

Theatres:

Congress Hall	C Street
Olympic	Broadway
Imperial	I Street

Gymnasiums:

D Street	D Street
M Street Playground	M Street
McNary's Park	Columbia Road

There are many factories in this part of the city, and those investigated were chosen because of employing large numbers of young people and being the representative industries of the locality. They included a can factory, machine shops, a razor factory, a tile company, a buffin

company, hosiery mills, shoe factories, candy factories, a button factory, a waist factory and a number of the other large manufacturing industries.

The Library

The schools of the locality were so well known that no extended separate report upon them was needed, but the schools uses of the library and other local advantages were little known and appreciated.

The children of South Boston have access to the South Boston Branch Library at the corner of E Street and Broadway; City Point Reading Room, Municipal Building; and John A. Andrew Reading Room, Dorchester Street.

The cooperation of the library with Continuation School work is a problem that should be considered. What books has the library at present that would interest this group of children? How can they get these books?

In an interview with the Custodian of the South Boston Branch, I received interesting information regarding the books available for the children of this group. Between the ages of fourteen and sixteen they have read all the books in the children's rooms. This room no longer interests them. One of the rules of the library prevents them from using the books on the shelves until they are sixteen years old; therefore, there are

practically no books for their use.

When the children of this group visit the library they are restless, often disorderly, and discouraged, because the library doesn't meet their needs. Because of the adolescent period, they have no knowledge of books to read, therefore special attention is needed. The catalogue means nothing to them. Because of lack of interesting matter and the child's connection of the library with school work, it is not popular with children of this age. The librarian told of an experiment she tried with a group of girls. She suggested reading "Rebecca of Sunnybrook Farm" in a club meeting held at the library under her guidance. This book was read and they wanted to read others like it. It seems practical to conclude that a list of books for the work in Continuation School is needed similar to the

City of Boston

School Document No. 5 - 1913

A Guide

To Aid Pupils in the Selection of

Books in

The Boston Public Library

Such a list could be continued and completed.

"Group 1" on the list contains splendid, wholesome girls' books which could not fail to interest any girl between fourteen and sixteen, who cares at all for reading. The next group is one of love stories which are absolutely clean and entirely lacking in any questionable "problems". There may be a rare girl who will read poetry, especially if she knows there is a story in it, and for her I have given places to Evangeline, The Princess, and The Courtship of Miles Standish. They will all love Laura Richards' "Life of Florence Nightingale" and by the same token there will be some who will want Louisa Alcott's "Hospital Sketches". "Helps for Ambitious Girls" by Drysdale, may not be the best of its kind but, because of its title, it may prove a good introduction to the many similar and better ones.

Group I - Girls' stories

AUTHOR	TITLE
Wiggin	Rebecca of Sunnybrook Farm
"	New Chronicles of Rebecca
-Montgomery	The Story Girl
"	Daddy Long Legs
"	The Golden Road
"	Anne of Green Gables
"	Anne of Avonlea

Group II - Girls' love stories

AUTHOR	TITLE
Bosher	Mary Cary
"	Miss Gibbie Gault
Hill	Harmony Hall
Porter	Freckles
"	The Girl of the Limberlost
"	Pollyanna
Cardinal Wiseman	Fabiola
J. V. Huntington	Rosemary
Mgr. R. Benson	Initiation
Prouty	Bobbie General Manager
Lincoln	Cap'n Warren's Wards
Ford	Honorable Peter Stirling
Eright	The Winning of Barbara Worth
Burnett	The Secret Garden
"	T. Tembarom

Group III - Poem Stories

Longfellow	Evangeline
Tennyson	The Princess
Longfellow	The Courtship of Miles Standish

Group IV - Stories of Real Heroines

Richards	Life of Florence Nightingale
"	Joan of Arc
Alcott	Hospital Sketches

Group V

Drysdale	Helps for Ambitious Girls
Laselle & Wiley	Vocations for Girls

Group VI - Occupations

Hoerle & Saltzberg	The Girl and the Job
Gorvin Wheatley	Occupations
Filene	Careers for Women

Opportunity Club The Opportunity Club or Betterment Club affords numerous diversions for and stimulates club spirit in the children of South Boston who are interested. The principle on which the school is based the naming of the teacher "leader" the self-government the social atmosphere removes all trace of ordinary school influence, therefore it tends to assure the club's popularity.

Different type classes are found here, each class constituting a club making the system a number of small clubs within a large one. There are groups in lecturing, dancing, dramatics, sewing, millinery, gymnasium practice, orchestral work, games, singing, and social activities.

An interesting review of the club will be found in the following report, which takes the form of a letter from the secretary to the author of this study. This is a good example of club organization in a district.

The letter follows:

SOUTH BOSTON GIRLS' CLUB

Boston, Mass., April
Eighteenth
1 9 1 4 .

My dear Miss Keyes:

You really won't mind, will you, if I write my letter on the typewriter? There are so many people who feel insulted but I trust that you won't. Oh, dear, there I go again apologizing right away.

Our Club was formed about eight years ago by some of the ladies connected with the Mass. Ass'n of National League of Women Workers.

I really do not remember just how it was that I myself first joined but I know that I was among the first in this pioneer venture in South Boston and have clung to it ever since. All the girls were between the ages of thirteen and fifteen, just at that age when they begin to leave school and want to see a little bit of life. It was essentially a club for working girls, the majority of them being department store girls.

Prior to the forming of any Constitution and bylaws which denied admission to any school girls whatsoever, several of us, then high school girls, joined. When the new regulation went into force we were allowed to remain and it seemed as though the other girls immediately followed the lead of the high school girls.

Miss----------, whom we still have with us, picked out a committee of girls, and we met one evening and formed our Constitution and By-laws. Miss----will always insist that the girls themselves handled the matter entirely but I fancy we will find a good deal of Miss------- in our Constitution. She has a way of suggesting things and allowing the girls to think that they did it all. You will find this same Constitution with a few later Amendments in that back of the Secretary's report book which I am sending you.

While we were still very juvenile, a teacher coached us in two little playlets which we played in the assembly hall of the S. B. High School.

We met Thursday evenings in the South Boston High School Gym. and we had Miss------for a dancing teacher. Later her sister took her place. She advised us to get gym. suits and make use of the gymnasium. The high School coach taught the girls to play basketball and they thoroughly enjoyed themselves.

On holidays they would celebrate the occasion by having some little time among themselves. As we grew older, say between the ages of sixteen and nineteen, the girls wanted a night to entertain their boy friends. This met with the approval of the directors and once a month we had a "Gentlemen's Night". Again we ran one or two little dancing parties in the Gymnasium, charging 25¢ admission.

I forgot to mention that we had long since joined the League and received permission to wear the League pin. By annexing with this federation, we were thereby enabled to enter into all the privileges of the League, that is the Council suppers and lectures over town, the annual picnics and the vacation house at Rockport.

Every two years, the National League holds a convention of delegates from all over the country. Each club must send at least one delegate to such conventions and pay her expenses. Two years ago the convention was at Quebec and we sent the girl who was our President.

The convention this year is to be in New York and we are holding a dancing party next Thursday night in the Columbus Club, Dorchester, to enable us to get money to send our delegates. Any other girl is privileged to go at the reduced rates if she cares to pay her own expenses. The clubs usually save their money for two years toward this end but we have been rather unsettled and therefore not able to do so.

Two years ago when the Centres started, we lost our privilege of using the high school, of which we had previously had the use for simply paying the janitor's service and the electric light used, because the Centre must have the school when the night school didn't. We held a meeting and it was decided to enter into the Centre. We

entered individually, thereby, so it seemed to me, obliterating our Club's individuality.

What happened last year while the girls were members of the Centre, I am unable to say, owing to the fact that I did not approve of the plan and therefore, stayed away. I can tell you we had a pretty stiff fight among ourselves before we relinquished our club life for that of the Centre.

It seems evident, however, that the girls did not find the scheme to their liking because we were all notified that the club would begin afresh this year. We now have gained the privilege of using one room and the lobby of the school every Friday evening. We have a business meeting once a month and an annual business meeting and election of officers every year.

To be frank with you, it is not really the same club that it used to be. Of course, we are more grown up now and have at least a few practical ideas which we did not before. Many of the old members did not come back after our reorganization, but we have gained new members from the Centre who are proving invaluable. On the whole we have about seven or eight charter members, the rest are girls who entered just prior to our entering the Centre or have come inthrough the medium of the same.

We use the gymnasium whenever we need it for a "Gentlemen's Night", which we have about twice a year. We pay half the expense of Miss -----'s salary, which makes us feel a trifle independent of the Centre. We are the only club in the whole League that is connected with an evening Centre and that organization is very much interested in our career and heartily approve of our step. Neither the Centre nor the League interfere with us in any respect, yet we are welcome to make use of any and all of their privileges that we care to. Don't you think that this is rather nice?

We have no Club history of any sort and I am simply writing this from my own memory without any other aid. You see I am one of the charter members and have been Secretary for four years. The year we joined the Centre I lost the vote but there was no record of any sort kept anyway. I acted as Secretary pro tem to finish out the term of the last Secretary and have again been elected. I endeavored to obtain our old report book and roll-call

which was practically our club history but found that the ex-secretary had lost the books, having no more interest in the club which she firmly believed had disbanded. The only records I now have are this year's reports which I am mailing to you. When you have finished with them, will you kindly mail them to me at my home or bring them to me on the evening of April 24th, next Friday, at the High School.

If there are any questions you would like to ask, I would be only too pleased to answer them next Friday evening. Thanking you for your interest, I remain

Sincerely yours,

Barbara----------

Secretary.

One of the needs of the adolescent period is the guiding of the child's social sphere. This is the open field for the Opportunity Club. If all the children could be brought to realize the advantages gained by this social intercourse the club would grow in power and importance. At present the club is in its infancy. Cooperation of the Continuation Schools with this club life would be of advantage to the child and the club. In fact the club could be broadened so as to include practical advantages, such as banking and insurance making it similar to the cooperative association found in many large stores.

This club seems to have now reached the practical and social needs of all the members. It is a good example of what can be done for the children of the factory age.

A ride or a walk through South Boston shows large numbers of children on the streets. Investigation proves that some of the children are employed, but their spare time is spent on the streets. I knew children of this class, and decided it would be of interest to consider their individual cases. I found some of these cases at evening school, where I came in close touch with these girls from fourteen to sixteen years of age. The other cases I followed up after school, and on Saturdays. I became greatly interested in this line of investigation. The following include typical cases.

GROCERY STORE

By courtesy of
Massachusetts Child Labor Committee.

CASE I.

1. Name of Child. Nora_____

2. Age 15

Name of Factory Machine Company

4. Hours of Work 7:30 - 4:30

5. Wages:

   a. Lowest $4.88
   b. Highest 8.88
   c. Present 5.88

6. Wage Increase

   a. Years of Employment
   b. Efficiency

7. Kind of Job Non-energizing.

8. Grade left school Graduate elementary

9. Recreation None

10. Remarks Much spare time. "Hang around". Does not know where to find clubs, etc.

Case II

1. Name of child. Rose_____

2. Age 18

3. Name of factory _____(Hosiery Mill)

4. Hours of work 10 hours. Piece work.

5. Wages:

   a. Lowest $4.00
   b. Highest 12.00
   c. Present 16.00

6. Wage Increase

   a. Years of employment
   b. Efficiency.

7. Kind of job Non-energizing.

8. Grade left school. Grade IV

9. Recreation. No fun.

10. Remarks. Enjoys Evening School.

Case III

1. Name of child. Pollie_____

2. Age. 15 years.

3. Name of factory _____(Brush Making)

4. Hours of work 9 hours.

5. Wages:

   a. Lowest $11.00
   b. Highest 13.00
   c. Present 8.00

6. Wage Increase

   a. Years of employment
   b. Efficiency

7. Kind of job. Non-energizing.

8. Grade left school. Did not attend in this country.

9. Recreation None

10. Remarks. Appreciates her needs in spelling and writing.

Case IV

1. Name of child. Sarah_____

2. Age 14 years.

3. Name of Factory_____(Shoe Manufacture)

4. Hours of work 9 hours.

5. Wages:

   a. Lowest $4.00
   b. Highest 5.50
   c. Present 5.00

6. Wage Increase:

   a. Years of employment
   b. Efficiency

7. Kind of job. Non-energizing.

8. Grade left school. Grade V

9. Recreation. Dancing.

10. Remarks. Largest in size in class. Chums at work. Liked Evening School associates. Enjoyed showing superior power to read - gang spirit - leadership. Tires at Evening School. Saw her need of writing, spelling. "Arithmetic is good."

Case V

1. Name of child. Sadie_____

2. Age. 18 years.

3. Name of factory. _____(Shoe Manufacture)

4. Hours of work. Piece work.

5. Wages:

   a. Lowest $7.00
   b. Highest 13.00
   c. Present 8.00

6. Wage Increase:

   a. Years of employment
   b. Efficiency

7. Kind of job. Non-energizing.

8. Grade left school. Grade V

9. Recreation. "Movies".

10. Remarks. Oldest girl - needed to support family. Liked to study - ambitious. Would attend school at present if possible. Appreciates her needs in arithmetic, spelling, reading.

Case VI

1. Name of child. Annie_____

2. Age. 16 years.

3. Name of Factory Out of work at present.

4. Hours of work. Piece work previously

5. Wages:

   a. Lowest $10.00
   b. Highest 14.00
   c. Present 13.00

6. Wages Increase

   a. Years of employment
   b. Efficiency.

7. Kind of job. Non-energizing.

8. Grade left school. Grade IV

9. Recreation. Dancing.

10. Remarks. Had to go to work - needed to support family. Glad to leave day school. Too tired to attend Evening School - needed at home to help mother at night - appreciates her needs in spelling.

Case VII

1. Name of child. Henrietta_____

2. Age. 19 years.

3. Name of factory _____(HOsiery Mill)

4. Hours of work. 10hours.

5. Wages:

   a. Lowest $4.00
   b. Highest 12.00
   c. Present 6.00

6. Wage Increase:

   a. Years of employment
   b. Efficiency.

7. Kind of job. Non-energizing.

8. Grade left school. _____

9. Recreation. Dancing.

10. Remarks. Does not like school. Compelled to attend.

Case VIII

1. Name of child Mary O'Hare

2. Age. 16 years.

3. Name of factory. _____(Confectionery manufacture.

4. Hours of work. Piece work.

5. Wages:

   a. Lowest $4.50
   b. Highest _____
   c. Present 7.00

6. Wages Increase:

   a. Years of employment
   b. Efficiency.

7. Kind of job. Non-energizing.

8. Grade left school. Grade V

9. Recreation.

10. Remarks. Would attend school. Left because she was needed to help family.

Case IX

1. Name of child. Jennie Murray

2. Age 16 years.

3. Name of factory _____(Confectionery manufacture)

4. Hours of work. Piece work.

5. Wages:

   a. Lowest $4.50
   b. Highest _____
   c. Present 4.50

6. Wage increase:

   a. Years of employment
   b. Efficiency

7. Kind of job. Non-energizing.

8. Grade left school. Grade VIII

9. Recreation. _____

10. Remarks. Attends Evening School.

From ninety actual cases investigated these have been taken as representative and typical of the whole number. It is seen that most of the work engaged in is non-energizing, that the children are too tired to attend school in the evening but that they would be willing to study if the opportunity was given as they realize their needs in reading, writing, spelling and arithmetic. Home conditions make it necessary for the children to go to work, and those not employed are wasting their time "on the streets". An open field for guiding the social life of children is evident, as they have no knowledge of how to employ their spare time.

CURTAIN FACTORY (Handwork)

By courtesy of
Massachusetts Child Labor Committee.

Some of the factories investigated were the following, all representative of South Boston industries:

FACTORY NO. I

1. Can Factory
2. Persons interviewed. Manager
3. Location
4. Size 200
5. Children employed - discharged- Child Labor Law
6. Kind of work Cans
7. Hours of work Piece work
8. Salary
   a. Lowest $5.00
   b. Highest 12.00
9. Wage Increase
   a. Years of employment
   b. Efficiency
10. Cooperation with Continuation School_____
11. Recreation_____
12. Remarks - Factory gained since the Child Labor Law. More efficient labor. Plenty of applicants. Child lost, thrown out of work, on the streets; child needs money; many hardships since the law.

FACTORY NO. II

1. Machine shop

2. Persons interviewed. Stenographer.

3. Location _____

4. Size Small

5. Children employed

   a. Boys
      14 to 16 years - 1
      18 years - 0

   b. Girls
      14 to 16 years - 7
      18 years _____

6. Kind of work Making ferules

7. Hours of work _____

   a. Piece yes
   b. Week _____

8. Salary

   a. Lowest $5.00
   b. Highest 6.00

9. Wage increase

   a. Years of employment Yes
   b. Efficiency _____

10. Cooperation with Continuation School. Would consider it.

11. Recreation.

12. Remarks: Several small factories in this building. All cooperate with the school.

FACTORY NO. III

1. Razor factory

2. Person interviewed Manager

3. Location _____

4. Size 750 - mostly girls

5. Children employed 0 - Child Labor Law

   a. Boys
      14 to 16 years probably an office boy
      18 years Yes

   b. Girls
      14 to 16 years 0
      18 years Yes

6. Kind of work _____

7. Hours of work

   a. Piece)
   b. Week) Both

8. Salary

   a. Lowest _____
   b. Highest _____

9. Wage increase

   a. Years of employment)
   b. Efficiency) Both

10. Cooperation with Continuation School _____

11. Recreation Dancing

12. Remarks: Feel the factory has gained since the Child Labor Law.

FACTORY NO. IV

1. Pottery manufacture

2. Person interviewed Manager

3. Location _____

4. Size 40

5. Children employed

   a. Boys
      14 to 16 years 1
      18 years Yes

   b. Girls
      14 to 16 years 4
      18 years Yes

6. Kind of work Pottery

7. Hours of work

   a. Piece Work by the hour
   b. Week _____

8. Salary

   a. Lowest $5.00
   b. Highest 10.00

9. Wage increase

   a. Years of employment _____
   b. Efficiency Yes

10. Cooperation with Continuation School. Yes, if they could spare the time.

11. Recreation

12. Remarks: Couldn't afford to dismiss girls to attend school. Loss of money in keeping machines running. No children between 14 and 16 years will be employed by factories.

Note: This same factory has cooperated with the school in having children 14 to 16 years of age.

FACTORY NO. V

1. Machine shop

2. Person interviewed _____

3. Location

4. Size 200

5. Children employed: 0 Discharged - Child Labor Law.
   Boys -
   a. 14 to 16 years 0
   b. 18 years 0
   Girls -
   a. 14 to 16 years 0
   b. 18 years 0

6. Kind of work water meters

7. Hours

   a. Piece some
   b. Week mostly

8. Salary

   a. Lowest _____
   b. Highest _____

9. Wage increase

   a. Years of employment Yes
   b. Efficiency _____

10. Cooperation with Continuation School_____

11. Recreation _____

12. Remarks: Hours for dismissal to attend Continuation School would necessitate a change in the method of calculating time by the factories. The "ring in and out" system, by the clock method, would not be uniform, thus a large increase in the clerical force would be necessary. The factory could not support this.

HOSIERY MILLS

By courtesy of
Massachusetts Child Labor Committee.

FACTORY NO. VI

1. Hosiery Mill

2. Persons interviewed_____

3. Location _____

4. Size 366

5. Children employed

   a. Boys

      14 to 16 years None
      18 years None

   b. Girls

      14 to 16 years 17
      18 years yes

6. Kind of work Stockings - machine labor.

7. Hours of work

   a. Piece Mostly
   b. Week _____

8. Salary

   a. Lowest $5.00
   b. Highest 8.00 - $10.00 rare case.

9. Wage increase:

   a. Years of employment _____
   b. Efficiency Yes

10. Cooperation with Continuation School - Yes at 3:30 P.M.

11. Recreation _____

12. Remarks: Doesn't believe in education for increase in salary. Laziness is the curse of the child. Rates the child's pay for day's work through individual interview-testing failures due to machines or laziness. "A fair day's work earns a fair day's

pay". Laws outrageous. Would not dismiss children because they were needed for support of family - sickness - desperate cases, hospital, etc. - child the loser.

Note:-- At present time this factory has a school in it. So many children working between 14 and 16 years of age a school was established. Entirely cooperative with Continuation School.

FACTORY NO.VII

1. Electrical manufacture

2. Person interviewed Superintendent

3. Location

4. Size Over 100

5. Children employed: 0

   a. Boys
      14 to 16 years 0
      18 years 0

   b. Girls
      14 to 16 years 5
      18 years Yes

6. Kind of work mica insulators

7. Hours of work

   a. Piece Yes
   b. Week Yes

8. Salary

   a. Lowest $6.00
   b. Highest 10.00 - Forelady

9. Wage increase

   a. Years of employment Yes
   b. Highest efficiency _____

10. Cooperation with Continuation School. Yes, seemed interested

11. Recreation Dancing

12. Remarks: This factory holds the child's interest so that when "laid off" they will return at once when sent for in preference to another position.

FACTORY NO. VIII

1. Confectionery manufacture

2. Person interviewed Superintendent

3. Location _____

4. Size 250

5. Children employed:

   a. Boys
      14 to 16 years 0
      18 years 0

   b. Girls
      14 to 16 years 20
      18 years Yes

6. Kind of work Candy

7. Hours of work

   a. Piece Mostly
   b. Week Yes

8. Salary

   a. Lowest $4.00
   b. Highest 10.00

9. Wage increase

a. Years of employment _____
b. Efficiency Yes

10. Cooperation with Continuation School. After close of factory. Suggested noon hours.

11. Recreation None

12. Remarks: Hours too short for child - great increase of hoodlumnism - do not know what to do with spare time - hang around - longer hours better for child.

Note:-- This factory is cooperating with school. The children working here at present are attending school in factory.

CONCLUSION

South Boston, as one factory superintendent said, is a "splendid labor field". From the investigations I have made it seems practical to conclude that there is a large field for continuation school work in this district.

The schools are located so that it would be possible for the children to reach them from the factories without loss of time.

The club life is found in the Opportunity Club. The Continuation Schools could form similar clubs composed of all the continuation school children, or it could cooperate with the Opportunity Club, and thus stimulate the children's interest in organized recreation.

Play and recreation are necessary. The moving picture shows of this district draw large audiences of children, and their educational and recreative advantages are a matter for consideration. A "follow-up" movement could be started in the gymnasiums and playground work.

From the limited investigations made of individual cases of the children of this group, the following points may be concluded:

1. Many of the children left school from the 4th, 5th, and 6th grades. High School I, II, and III.
2. The reasons for leaving school were:
   a. For support of family
   b. Largest girl in class
   c. Chums at work
   d. Backward in studies
   e. Dislike of school work
   f. Trouble with teachers.
3. These children hold non-energizing jobs.
4. They are restless, not ambitious, eager to change positions.
5. They employ spare time by idling on the streets; therefore increased hoodlumism. "Do not know where the clubs are".
6. Enjoy dancing and the moving picture shows.

7. They realize their needs in reading, writing, arithmetic, spelling and would be willing to attend school if they could continue work. Too tired for Evening School.

The investigations made in factories show the following results:

1. The "Child Labor Law" has been the cause of the discharge of many children.
2. The factories have eliminated this child problem and they find that the children between eighteen and twenty years of age are willing to do the same work.
3. The factory hours are short and the employers feel that the child's spare time is too great and that hoodlumism has increased. The employers are willing to have the children attend school at noon or after factory hours.
4. The factories could be educated to realize the advantages of efficient labor, and the gain to them when the Continuation School has established for the children a link between Elementary School and Trade and Prevocational Schools.
5. In the factories I visited, I found fifty-seven cases ready for the Continuation School, therefore South Boston shows the immediate need of at least two classes.
6. I feel this data is the minimum number of cases. The

factories are increasing in number in South Boston, therefore necessarily increased in labor is needed.

7. Where were the other children in 1914?
   a. In the houses?
   b. On the streets?
8. The cases that I have investigated are almost all girls.
9. Where are the boys?

Since the above investigations were made the Boston Continuation School has opened. The results now are as follows:--

1. Continuation School has kept the child in employment.
2. The factories find that by training the child between the ages of 14 and 16 years, the child will remain in employ longer - until 18-19. (The 18-19 year old marries).
3. Hours of factory have been adjusted to meet employers' approval, many wishing the child to come after 16 years of age.
4. The Continuation School is a link between school and work.
5. South Boston shows at present a <u>very</u> large number of children attending Continuation School. There are schools in factories.

6. The increase in labor and population has grown in South Boston.
7. All children up to 16 years of age are attending Continuation School who have left school.
   Children under 16 years of age are located:
   1. In elementary school
   2. in Continuation School
   3. Special Cases
8. Stopped illegal employment.
9. Strong cooperation with employers and school.
10. Advanced child into Evening School work.
11. Placement of children in industry.
12. Gives child definite idea of life's work - elasity of course of study.
13. Kept in personal touch and human sympath with working child.
14. Paved way to industry. Steadier on job.

The individual case has become the real problem in the Continuation School. Little did I realize that this simple idea of asking the child for personal data would form such a vital part in the records of the school. When a child first reports to the school a record similar to the above cases is recorded: Name, age, residence, father's name,

occupation, mother's name, occupation, grade left school, reasons for leaving, name of the employer, address, kind of job, how obtained, hours of work, pay received, reasons for leaving position. All these data are filed in a personal record envelope. These envelopes form one of the most concise and interesting pieces of research work the school is doing. There is no one attending the school of whom we do not hold a personal record up to 16 years of age. These facts are referred to continually. Reasons of change of job and new jobs obtained help the instructor to assist the child in finding out the type of work she should be in, and in vocationally guiding the child in the kind of employment to follow. These personal records as they are termed give added material for the child labor workers. I think I can state that they are the best data from which to obtain statistics for all children working between the ages of 14 and 16 in Massachusetts. By asking the child the type of work she is doing, the name of the factory she is working in, we can at once judge if this work is suited to the child's health. We readily find any firm that is violating the state child labor law.

Another phase in the school is the individual case in the form of follow-up visits. From information thus

obtained we have accomplished the greatest amount of good. Not only is the continuation school instructor a guide and a friend, even a chum of the child's, she is also the same to the employer, father, mother and guardian. From the instructor's records she has a personal touch of sympathy with the child, making the school a group composed of individuals rather than the whole unit. This individual or personal touch is the success of the school.

A few cases of follow-up work from places visited in Boston will show the personal touch that the instructor gathers from the city. No instructor can become an expert in her line unless she does this field work, conscientiously and thoroughly. From this field work she gathers materials for lessons in civics, personal hygiene, mathematics and related work. She also acquires knowledge which helps her to broaden her view point in the study of the working child. Little material can be obtained from the reports in libraries on the careers and type work the child is doing. These are of value in formulating courses of study and worth while for the advance of the school. From the hundreds of firms visited at the opening of the school employing minors from 14 to 16, very few refused to comply with the State Law of continuation schools. Visiting these same firms

after eight years, we find they are only too willing to tell us the great amount of good the school is doing to the individual and the community. Seven years ago many of the children were apprentices with these firms doing such work as errand girls, light clerical work, basting, cutting threads, making button holes, folding, finishing, in power factories; packing candy, floor girls, in total, light jobs. Visiting these same factories last year I find many girls employed with the same firms but advanced in their jobs. Many of these children now 18 to 20 years are skilled operators on machines employed in work earning large salaries at the present time. I remember meeting one who had advanced to floor woman. Talking with her, she claims the help received in the school has always been a great incentive. Today when she needs new girls she at once phones the school for new apprentices knowing that the problem of help is settled at once. The girls in the offices have been advanced to assistant bookkeepers, bookkeepers, and expert typists. A few individual cases may be interesting. A trip through Boston during the busy hours of the day we may find our girls doing a few jobs as: Beatrice packing cleansing polish in boxes, sealing box when finished; Anna, inspecting engraved work and visiting cards; Susie, baster puller in a

factory; Mary, making thermometers and cutting wires; Bernadette, helping in a bindery; Alice, wrapping caramels in a candy factory; Estelle, making garters, stitching; Rosie, beside her, putting on bows and clippers for garters; Catherine, ripping hats in a bleachery; Celia, working in a laundry, shaker; Eileen, fancy embroidery; Rosemary, finishing vests; Dora, packing nails; Dorothy, making artificial switches; Jenny, stitching in a curtain factory; Nettie, running errands; Hellen, on an adding machine; Mollie, in a stocking factory; Margaret, working on leather novelties; Irene, working on gold leaf. This is a very brief statement of the type of work that children from 14 to 16 years are employed in doing in Boston.

Visits to the Homes

Visits to the home also form a valuable part in the work we are doing. In this way the instructor gets into close touch with the family. Many mothers and fathers cannot afford to lose their pay by coming to the schools to find out information about a child. A day's pay cannot be deducted from the weekly income without many hardships. These are the working fathers and mothers of the city. Free schools are for their children and they should receive the same consideration as the well-to-do class. The interests of their children is as dear to their hearts as that of the

better class. Many economic factors enter into their lives. A few cases of home visits may interest the reader.

Eileen, absent from school, visit to the home by the instructor reveals that the fact is that the child is not working, cannot get employment. Instructor explains to the mother the child must report at once to the Continuation School to the placement department, where work may be obtained. Generally, the child reports immediately and within a very short time she obtains a position and her case followed.

Mollie, has a home permit. Visit to the home shows the mother is sick, child getting the dinner. Her place the instructor realizes is at home with the mother.

Teresa has a home permit. Mother works by the day, father is in the hospital, four children in the family. Teresa is the oldest. Home duty obliges this child to remain at home.

Alice not attending school. Investigation proves the girl is wayward or stubborn. The case is placed with one of the many departments for children or with some charity association to follow up the case and give aid.

Margaret out of work, out of school, visit to the home clears up the case. Mother killed, case needs immediate help. The instructor gets in touch with the needed association which can render this assistance.

Grace, attending school, cannot work, cannot keep her position. By investigation we find out the child has been in poor health for several months. Economic conditions in the home have forced the child to work. Child needs to be placed in the hands of the doctor. Follow the case to the nearest hospital.

Mary, child in poor health cannot attend school regularly. Visit to the home gives the following information: There are ten children in the family, two older than Mary. Mother dead, father not in steady employ, case is placed with the authority to follow up.

Many hundreds of visits are made to the homes during a year. These visits are most fruitful in enlarging the human sympathy of the instructor with the working child. It alone makes her realize the great work these minors are performing. To enumerate many cases and go into detail would make one judge that the instructor's work alone is that of a social worker. Words are insufficient to relate the amount of vast good which has been realized by these home visits. The people interviewed are very glad to receive help and suggestions from us and we in turn from them. Over and over again, a mother will say she never had a teacher call before and we are blessed and thanked a hundred fold for any little good we are doing. The follow-up work, as you can see, to the

places of employment, and to the homes are very important in helping the child,(not only does the child derive this help, but the instructor) and no less vital to the child than to the instruction periods.

POWER MACHINE FACTORY

By courtesy of
Massachusetts Child Labor Committee.

BOX FACTORY

By courtesy of
Massachusetts Child Labor Committee.

APPRENTICE IN ENGRAVED WORK

By courtesy of
Massachusetts Child Labor Committee.

PART II

VOCATIONAL GUIDANCE WORK

for the

ENTRY OR RESERVOIR CLASS

of a

CONTINUATION SCHOOL

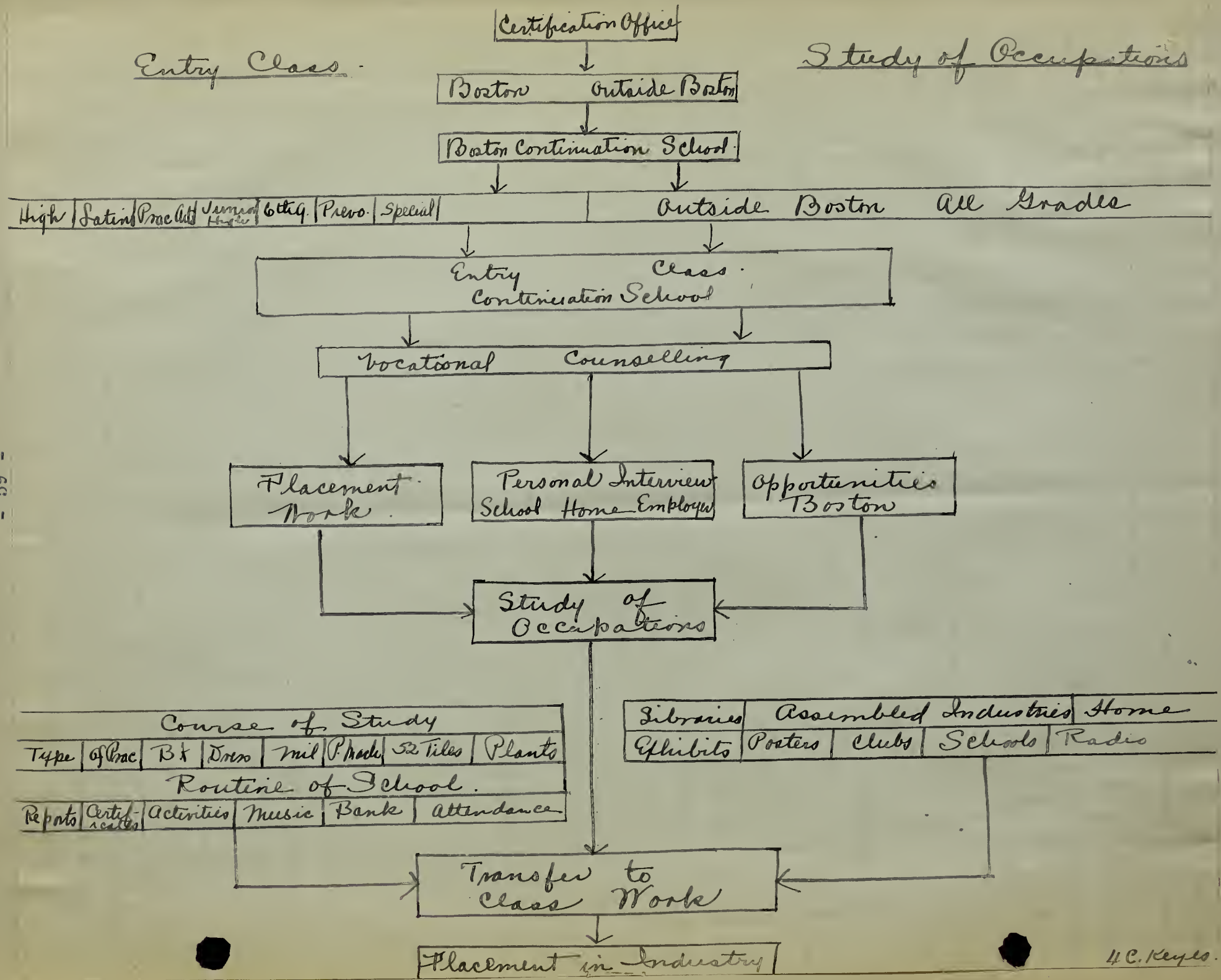
PART II

VOCATIONAL GUIDANCE WORK FOR THE ENTRY OR RESERVOIR CLASS OF A CONTINUATION SCHOOL

Vocational Guidance work is the most important part of the Entry or Reservoir Class of the Continuation School. The child enters the school without a friend, discouraged and hopeless. Under the foregoing methods of personal intercourse, counsel in course of study, study of occupational opportunities, and follow-up work faithfully done, she leaves the Entry Class to start a new life, one that will "put her on the road to somewhere", should make her a successful citizen, earning a living wage, living in good environment, taking advantage of everything afforded her by the community and state.

This study has been made for girls. The same method may be applied to the Boys' Division of a Continuation School.

Placement work is done in the school. Information is collected about positions, talking with employees, and girls are sent to jobs after visiting them. This work has branched out to a separate department with the growth of the problem into the Employment Department of the school.


Entry Class.
Study of Occupations
Certification Office
Boston
Outside Boston
Boston Continuation School
High
Latin
Proc Atts
Junior High
6th Gr.
Prevo.
Special
Outside Boston All Grades
Entry Class.
Continuation School
Vocational Counselling
Placement Work.
Personal Interview
School Home Employer
Opportunities Boston
Study of Occupations
Course of Study
Type
of Proc
B &
Dress
Mil
P Made
52 Tiles
Plants
Routine of School.
Reports
Certificates
Activities
Music
Bank
Attendance
Libraries
Assembled Industries
Home
Exhibits
Posters
Clubs
Schools
Radio
Transfer to Class Work
Placement in Industry

H. C. Keyes.

Explanation of Chart:

I Trades offered in school for girls

1. Typewriting
2. Bookkeeping (Office Routine)
3. Dressmaking
4. Power Machine
5. Cooking - Home Making
6. Waiting and Serving
7. Bookbinding
8. Printing
9. Millinery
10. Store Groups - Salesmanship
11. Factory schools.

II Qualifications required to enter trade

III Routine Work

1. Home Permits
2. Out of work pupils
3. Attendance
   a. Absent card employer
   b. Absent card parent guardian
   c. Tardiness, C. S. Law 4 hrs. complete Making up this time
   d. Truancy
4. Teacher's follow-up work
   a. Homes
   b. Firms
5. Personal Records envelopes for pupils
   a. Attendance
   b. School record
   c. Changes of jobs
   d. Family record
6. C. S. Certificate
   a. Requirements
   b. Signatures
      1. Supt. Schools
      2. Principal
      3. Employer
7. Employment Bureau
   a. Placing in Positions
8. Out of work Pupils
   a. Opportunities to study trades
9. Opinion of School
   a. Pupils (previous pupils)
   b. Teacher (follow-up work)

VOCATIONAL GUIDANCE OF THE ENTRY CLASS

Type of Child When the children enter the Continuation School they are placed in the Entry Class. There is a wide difference in these girls due to variance in grades, as they range from girls who have left in the sixth grade, ungraded classes of the elementary and parochial schools, to the Boston High Schools, such as the Latin School, High School of Practical Arts, Trade School, Clerical School and suburban high schools. Some of these girls are at work, some out of work, and others have Home Permits, or permission to remain at home.

Reasons for Leaving School These children have left school for various reasons, such as, economical pressure, dislike for school, failure in study, failure in discipline cases and chums leaving school. Many of these children hate the word school, many love it.

Problem The problem to be solved here in the entry class is what to do with these children? Would a great many of these children be in the Continuation School if they had proper advice? Girls with money, girls without, girls with fifth grade education, girls of high school, girls at work and girls out of work? We may argue they have been guided in previous schools. Have they been counselled correctly? My idea of the Entry Class work of the school is purely Vocational Guidance Work.

Compulsory Schooling Can this be accomplished? This can be done by a study of the child, a study of the job, a study of the child in the job, and a study of home conditions. Have the last compulsory schooling, place the child on her feet, start her with a counsellor, a friend.

Clasification of Work Can this be successfully accomplished? My answer is "Yes". I have worked on the problem since the opening of the Boston Continuation School (1914), and know it has been done and is being accomplished. What method is used? I have classified my work under three heads.

(1) Questionnaire or personal investigation

(2) Selected lessons or Course of Study

(3) Field Work or visits, to places of employment and homes.

Questionnaire

Name in Full

Age Yrs. Mos.

Address

Grade left school

Name of school

Reason for leaving school

Failure in work
Loss of interest
Desire to go to work
Financial conditions (home)

In which study did you receive the highest rating?

Which study did you enjoy the most?

How did you obtain present position?

Kind of work

Salary (Piece or Week)

What qualifications have you for present position?

What study in previous training will help you in present position?

What advantage (other than financial) has the position to offer you?

What is the next position higher?

What is your parents' advice on present position?

How much time have you lost by sickness in school work?

What do you do evenings?

What form of recreation do you enjoy best? How obtained?

How much money have you saved?

What course in Continuation School will help you on present job?

Do you intend to receive an Evening High School education?

Write a list of books you have read.

Written Questionnaire From the questionnaire the vocational counsellor gets an intimate association with the child. From experience I find the child will write more freely than she talks about herself, therefore the written questionnaire should precede the invidual discussion.

Course of Study The second topic selected lessons, Course of study. A complete study of the most important trades opened to girls in Boston, such as Dressmaking, Millinery, Power-operating, Domestic Service, Typewriting and Bookkeeping should be made.

DRESSMAKING APPRENTICE

By courtesy of
Massachusetts Child Labor Committee.

DRESSMAKING

A. Qualifications

1. Good eyesight
2. Ability to use hands properly
3. Good sense of color
4. Artistic ideas
5. Power to visualize
6. Neatness of person
7. Salesmanship ability.

B. Positions and Pay

$3.50 to $5.00 per day
$3.00 to $4.00 (including carfares and dinners)

Discussion of seamstress and dressmaker.

C. Specialization of Trade and Pay

1. Errand Girl $8.00 - $10.00
2. Shopper $10.00 - $12.00
   Trimmer
   Match Samples
   Assist at Fitting
3. Waist Drapers $12.00 - $25.00
4. Waist Finishers $8.00 - $10.00
5. Sleeve Makers $12.00 - $15.00
6. Embroiderers $8.00 - $12.00
7. Skirt Finishers $12.00 - $15.00

D. Opportunities for Advancement

1. Demand great
2. Rapid Advancement
3. Training in school
   Trade School
   Continuation School
   Explanation of course offered in school.

E. Conditions of Work

1. Subject to inspection
2. Rules regulating working hours

F. Reason for Selecting Trade

1. A girl should like to sew

2. A girl enters as an errand girl and works up with good firm
3. Steady employment
4. General school training
   - English
   - Business Accounts
   - Follow-up card system
5. Makes efficient home-maker.

G. Parts of Boston - Location of Trade

Back Bay

Boylston Street
Arlington Street
Massachusetts Avenue

City Proper

Temple Place
Tremont Street
West Street

North End

Tailoress

West End

Tailoress

South End

H. Industrial Exhibits

"Cotton Sewing Threads"	Lloyd Cranska Co.
"Arts in Buttons"	Story of Button
"Process of the Spun Silk"	N. E. Spun Silk Co.
"Story of Silk"	Cheeney Bros.
"Story of Shears"	J. Wms. Sons Co.

<u>Dressmaker</u>

Allinson - Dressmaking as a trade for women in Massachusetts.

Barnard - Getting a living pp. 70-72

Bryner - Dressmaking and Millinery

Giles - Vocational Civics pp. 209-214

Hoerle - The Girl and the Job pp. 85-88

Ontario - Labor Department Bul. No. 3

Vocation office for girls. Vocation for Boston girls. Bul. No. 5

Weaver - Vocations for Girls pp. 79-83 "Pittsburgh Carnegie Library" 1921

Broughtoh - Practical Dressmaking

Tales - Dressmaking

Cirens - Dressmaking

Cooke - Dressmaking in the School.

MILLINERY

1. Work

   Sewing linings
   Making frames
   Putting facing
   Trimming
   Matching

2. Wages

   Method Pay (Seldom apprenctice free time)
   $8.00 - $10.00
   $10.00 - $12.00
   Trimmer $15.00 - $25.00

3. Qualifications

   Liking to sew
   Good color sense
   Good eyesight

4. Outlook

   Not good in Boston
   Ready made hats
   Sport Hats machine made
   (Selection of trimmed hats dept. stores)

5. Seasons

   12 to 14 weeks
   Spring and Summer

6. Hours

   Long in Busy season (Vacation)

7. Opportunities

   Boston Trade School

8. Parts of Boston

   Apprentice — Boylston Street
   Tremont Street
   Temple Place
   West Street

MILLINERY

Continued

Very little opportunity for custom millinery.

Exhibit "Hat" "Story of Hat" Bowditch Clapp Tilton
Boston, Mass.

Milliner

Barnard	Getting a Living	pp. 72-79	
Bryner	Dressmaking and Millinery		
Giles	Vocational Civics	pp. 209 214	
Hoerle	The Girl and the Job	88-91	221-24
Perry	Millinery as a Trade for Women		
Weaver	Vocations for Girls	pp. 79 83	
	"Pittsburgh Carnegie Library	1921	
Filene	Careers for Women	79-92	
Giblen	Concerning Millinery		
Ortner	Practical Millinery		

POWER MACHINE OPERATOR

By courtesy of
Massachusetts Child Labor Committee.

POWER MACHINE

I. Qaulifications

1. Good health
2. Strength
3. Good eyesight
4. Muscles of fingers and hands
5. Nerves

II Positions and Pay:

1. Vary according to type work
2. Piece and week work

III Kinds of work:

	Wages Beginning	Majority	Maximum
Stitching	$9-12	$15-18	$20
Tacking	9-12	14-16	20
Trimming	9-10	14-16	20
Other processes:			
Sleeve making, Ruffle making, Body making, Hemming	$8.50	$10	$12
Buttons, Button Holes	"	"	"
Hand Work			
Finishing	$8	$10 - 12	$14
Pressing	8	12	16
Examining, Inspecting, Folding, Pinning, Packing	$8	$12	$14

IV Specialization of trade
1. Stitching
2. Hemstitching
3. Buttonholes

V Opportunity for advancement

1. Demand great - take any girl - O.K. of Continuation School Class.
2. Trade School - Bennett Street - Continuation School

POWER MACHINE

Continued

VI Conditions of Work

1. Subject to inspecting
2. Laws regulating working hours

VII Seasons

1. Dull
2. Heavy

VIII Reasons for selection

1. Steady employ for good operator
2. Quick trade to learn
3. Course in power-machine - Continuation School.

IX Parts of Boston

Essex	Readville
Edinboro	North End
Kingston	West End
Harrison Avenue	South End
Roxbury	South Boston

Industrial Exhibits

"Story of Sewing Machine" White
"Story of Children's Dresses" Gorman Wade Powers
"Story of Hosiery" Mass. Knitting Mills
"Story of Rope" Plymouth Cordage Company.

Power Machine Operator

Bryner	The Garment Trades	pp. 117-23
Giles	Vocational Civics	pp. 87-107
Weaver	Vocations for Girls	pp. 57-72

DOMESTIC SCIENCE

By courtesy of
Massachusetts Child Labor Committee.

BOSTON

Domestic Service Cooking

1. Qualifications:
   - Good health
   - Love of homework.

2. Position and Pay:
   - According to employer
   - (Present conditions mail questions)

3. Specialization:
   - Waiters
   - Cook
   - Serving (Course in Cooking)
   - Nurse (Food for the Sick)

4. Opportunities for Advancement:
   - Living out in other homes
   - Mother's helper
   - Serving to cook
   - Course in cooking
   - Evening schools
   - Private courses.

5. Conditions of Work:
   - Subject to inspection
   - Law regulating working hours
     - Hotels
     - Restaurants
     - Homes

6. Reasons for Selecting Trade:
   - Enjoy cooking
   - Necessity
   - Conditions at home for you to cook
   - No family
   - Home and living combined.

7. Parts of Boston:
   - Small Lunch Rooms
   - Lunch Counters
   - Tea Rooms
   - Serving Sodas

8. Mother's Helpers:
   - Private homes.

There is opehed in Boston for the juvenile help a few positions. Waitresses in small luhchrooms, lunch counters

and soda girls. The demand for mothers' helpers is great, but the child dislikes leaving home associations to take the position. It is also difficult to make arrangements satisfactory between the child, parent, and employer. The money paid for this work is small.

Housekeeper

Dickson.	Vocational Guidance for Girls,	p.p. 102-121 194-202
Hoerle	The Girl and the Job	p.p. 106-110
Weaver	Vocations for Girls	p.p. 84-95
Giles	Vocational Civics	p.p. 215-128
Hoerle	The Girl and the Job	p.p. 38-43
Laselle	Vocation for Girls	p.p. 73-78

TYPEWRITING (Office Assistant)

By courtesy of
Massachusetts Child Labor Committee.

OFFICE PRACTICE

I Qualifications:

1. Grammar School Graduate
2. Junior High Training
3. Enjoy studying
4. Knowledge of Mathematics

II Position and pay:

1. Billing $10.00 and up
2. Filing 10.00 and up
3. Light office work 8.00 and up
4. Department Store Offices

III Specialization:

Name	Cost	Course
Burroughs	$50.00	3 months course
Burroughs Listing	150.00	6 weeks course
Monroe	350.00	3 months
Beck Duplicator	50.00	1 month
Mimeograph	350.00	1 month

Dictaphone (Knowledge of typewriting required)

IV Opportunities for Advancement

1. Evening high school
2. Private business courses
3. Civil service examinations

V Conditions of work

1. Subject to inspection

VI Reasons for selecting trade:

1. Love of study
2. Advancement in education
3. Advancement in position - executive opportunity.

VII Parts of Boston:

1. Business houses
2. Mercantile houses
3. Law offices
4. Private secretaries
5. Hospital doctor's secretary

BOSTON

TYPEWRITING

I Qualifications

1. Grammar School Graduate
2. 1st year high school - Bk. I
3. Enjoys study for type.

II Positions and Pay

1. According to firm working for
2. Compete with Business College
   Clerical Schools
   High School Grade

III Specialization

1. Further study
2. Accountants
3. Business houses, etc.

IV Opportunities for advancement

1. Evening high school
2. Private business courses
3. Civil Service examinations

V Conditions for work

1. Subject to inspection
2. Laws regulating working hours.

VI Reasons for selecting trade

1. Love of study
2. Evening commercial high school diploma
3. Enter office boy or girl or self-made
4. Look ahead for seven years - age 20-25.

VII Parts of Boston - All over Boston

1. Business homes
2. Mercantiles houses
3. Law offices

TYPEWRITING

Continued

Industrial Exhibits

"Story of Ink"	Carter	
"Story of Manufacturing Paper"		Hammermill Company
"Story of Pencil"	Taber	

Stenographer

Barnard	Getting a Living	pp. 107-111
Filene	Careers for Women	pp. 452-460
Fowler	Starting in Life	pp. 119-128
Giles	Vocational Civics	pp. 134-139
Hoerle	The Girl and the Job	pp.11-17
Rosenblatt	The Ambitious Women in Business	pp.227-258
Stevens	Boys and Girls in Commercial Work	pp. 13-16 pp. 107-181
Weaver	Vocations for Girls	pp. 127-129

Private Secretary

Davis	The Junior Woman Secretary
Kildruff	The Private Secretary
Myers	Social Secretary
Spencer	The Efficient Secretary

Pittsburgh Carnegie Library 1921

Sample sheets as follows:

The remainder of the work, arithmetic, English, geography, history, civics and hygiene, should be presented through vocational guidance. How is this material obtained?

How material is obtained:

1. Boston Public Library
2. Books
3. Magazines
4. Newspaper Clippings
5. Pamphlets from City and State Dept.
6. Leaflets State Board of Health
7. Post Office
8. Western Union
9. United States Bureau of Education
10. Civic Clubs
11. Pictures and lantern slides
12. Maps and charts
13. Reports and documents
14. Collection of Specimens (By pupils and teacher)
15. Follow-up Visits
    a. Homes
    b. Employment
    c. Personal experiences related (Based on follow-up visits)

Arithmetic

1. A girl works on piece work
   Mon. 3½ hours, Tues., 7 5/8 hours
   Wed. 6 3/5 " Thurs. 8 hours, Fri. 5¼ hours.
   Sat. 3½ hours.
   She earns $.11½ per hour. What is her weekly wage?
   Estimate pay envelope piece workers.

2. Alice works for $3.75 per week. She pays carfares for six days; and for her lunches 15¢ per day. How much money has she left? Week's salary.

3. A girl saves 10¢. She increases savings 3¢ each week. What will she save in a year (50 weeks) - Savings.

English

1. Oral Debates (More time devoted to oral English)
2. " Discussions
3. Written Compositions

Method used.

Sheets given with many subjects given out at one lesson. Selection of one topic by each pupil opens up discussion of several different subjects by the class. More ground is covered in a shorter time and it has a tendency to instill more interest in outside work. The following is a list of topics used in English work:

1. Give your reasons for leaving Day School.
2. What does a person look for in a personal interview?
3. What does he look for in a written interview?
4. How may you obtain a better position?
5. Write on these lines:

   "When out of work, work as hard to get work as you work when at work."

6. Name some causes of failure.
7. To what one thing or to what two things do you attribute success?
8. What opportunities does the C. S. Offer you?
9. How much money do you intend to earn at twenty and at what trade?
10. What do you do evenings?
11. What do you do in your spare time?
12. Name some ways of securing a position.
13. What are you doing to keep your health? Saving doctor's Bills.

15. What help can the C. S. give you in securing a position?

16. How can you get your salary raised?

17. Name the industries opened to girls in Boston 14 to 16 years.

18. Name some reasons for losing aposition.

19. How can you prepare for a trade?

20. What do you do when out of work?

21. Name the ways of getting a job.

22. What method have you for choosing your friends?

23. How far can you use or depend on your friends?

24. That a girl of 16 is as competent to choose her career as a boy of the same age.

25. That working papers should not be issued to girls under 14 years of age.

26. That it is easier for a boy in high school to keep saving bank account than it is a girl.

27. That a girl who works in a factory or in an office has more independence than the girl who works at home.

28. Prepare a list of occupations in which you can manage to do without leaving home.

29. Make a list of occupations in which persons may hope to succeed who are deficient in arithmetic, English.

30. Name the purposes of a trade school.

31. Cost of trade school training in dressmaking.

32. Make an estimate of money your parents have expended in your maintenance up to the age of fourteen.

33. Make a list of books or magazines that have influenced you and specify in what way they have done so.

34. If you are below the normal size, weight, or physical strength for your age make a plan to correct the deficiency.

BOX FACTORY

By courtesy of
Massachusetts Child Labor Committee.

35. Write the story of some successful milliner or dressmaker whom you know.

36. That domestic work is preferred to factory work.

37. Plan a course of reading or home work for a girl your own age.

38. Make a list of those business concerns in your part of the city which are managed by women.

39. What amount of education should you have to study office?

40. Describe the contrasts of types of salesgirls whom you have had the experience with in the stores.

Geography

Study of the textiles.

I. Cotton
II. Silk
III. Wool
Iv. Linen

Outline lessons on the above topics
Samples of the above from the raw to the manufactured materials shown. Used in note-books.

I. Collection of specimens by pupils and teacher.
II. Pictures of same.
III. Lantern slide talks.
Iv. Reference Books
V. Visits to factories
(Shows a child openings into the various lines of employment)

Boston

I. Business centers
II. Opportunities in Boston for the working girls
III. Names of industries
IV. Location of these industries
V. Names of suburbs
VI. Communication
Streets
Cars
Trains
Boats

VII. Amusements

A. Use of map of Boston
B. Books on Boston
C. Magazines on Boston
D. Lantern slides on Boston
E. Visits to places of interest in Boston. (Children take time Sat. P.m.)

F. Boston City Records
List of lectures Public Library
" " " Gymnasiums
" " " Baths
" " " Parks
" " " Hikes
" " " Hospitals
" " " Schools etc.

History

I. Study of the holidays of the year.
II. " " " lives of women
Autobiographies (examples for girls to follow)

Civics

"Civics is related to every subject. Life is a unit. We may emphasize a certain expression of that life, such as arithmetic, or history, or geography, but civics is not absent from any of it any more than morals is absent from any of it."

Topics for Civic Lessons

Successful working girl
Life and property agencies
Care of food in the home
Boston Public Library
Hospitals
Savings
The family
Recreational agencies
Child Labor laws
How to get a position and how to keep it.
Application for jobs
Current events

A list of civic books

Allen	Business Employments
Alden	Women's Ways of Earning Money
Alden	The Unemployed
Bloomfield	Readings in Vocational Guidance
Bolton	Girls Who Became Famous
Boynton	School Civics
Cabbot	Course in Citizenship
Candee	How Women May Earn a Living
Dunn, Arthur	The Cummunity and The Citizen
Doyle	The Young Citizen
Drysdale	Help for Ambitious Girls
Fowler	How to Get a Job, How to Keep I.
Fowler	Starting in Life
Fowler	Practical Salesmanship
Forman	Advanced Civics
Gowin & Wheatley	Occupations
Gulick	The Efficient Life
Hall	How to Get a Position, How to Keep It
Hyde, Vol. I	Young Folks Library
" Vol. II	" " "
" Vol. III	" " "
" Vol. IV	" " "
Lane	Industries of Today
Laselle Wiley	Vocations for Girls
Morley	Women Workers in Seven Professions
Marsden	Success
Marsden	Winning Out
Marsden	Talks with Great Workers
Nida	City, State and Nation
McKeever	Training the Girl
Parsons	Choosing a Vocation
Phillips	How Dept. Stores are Carried On
Pritchard	Stories of Thrift For Young Americans
Reis	The Making of an American
Tolman	Hygiene for the Worker
Weaver	Profitable Vocations For Girls
Wilson	Working One's Way Through College

MAGAZINES

"American City"	Monthly	87 Nassau St., N.Y.
"The Survey"	Weekly	105 E. 22St. N. Y.
"The World's Work"	Monthly	Garden City, N.Y.
"The Literary Digest"	Weekly	354 4th Ave., N. Y.
"The Outlook"	Weekly	E. 22nd St., N. Y.
"America"	Weekly	173 E. 83d St., N. Y.

POEMS

The Boy Columbus	Anon
Give Us Men	Bishop of Exeter
If	Rudyard Kipling
If for Girls	Elizabeth Otis
Finding the Road	Anon
Brothers	Stuart McLeary
E. Pluribus Unum	G. W. Cutter
Boston	R. W. Emerson
Love Thou Thy Land	Alfred Tennyson
America the Beautiful	Katherine L. Bates
Peace and Progress	Richard Gilder
Friendship	Emerson
Foreign Children	Robert L. Stevenson
Somebody's Mother	Anon
A Lost Friend	J. B. O'R.
I Love You, Mother	Joy Allison
A Cotter's Saturday Night	Robert Burns
Neighbor Mine	Frances G. Jewett
Casting the First Vote	Margaret Sanpter
Service	Edw. Rowland Sill
What is Good	John Boyle O'Reilly
Deeds of Kindness	Epes Sargeant
A Leak in the Dyke	Phoebe Cary
A Legend of the Northland	Phoebe Cary

Another way of promoting interest in civic work is by outside speakers. During the years 1915-1916 the following men spoke at the school.

Speakers

Use of Library for Children 14 to 16 years	Miss Alice Jordan, Children's Room Boston Public Library
How to Keep a Position	Miss Susan Ginn, Director of Vocational Guidance, Boston.
First Aid Treatment	Dr. Wm. J. Brickley, Haymarket Relief Hospital.
Store Opportunities for Girls	Miss Hashagan, Wm. Filene Sons Co.
Colds	Dr. Calvin Faunce, Harvard Medical School
Success in Business	Mr. B. F. Griffin, Fin. News

Care of Teeth Dr. Fred'k A. Keyes, Curator, Forsythe Dental Infirmatory.

Preparedness Col. Edward L. Logan, Co. 9th Regt.

Playgrounds Mr. Jos. Lee, School Committee

How to Apply for A Position Mr. Francis Falvey, former member School Committee

Business Organization Mr. John D. Murphy, High School of Commerce

Food, Correct Lunches Dr. Wm. E. Preble, Marlboro Street

Opportunities for Working Girls and Boys in Boston from 14 to 16 years - Myer Bloomfield, Vocational Bureau

Opportunities for power machine operators in Boston Mr. Gordon, Royal Curtain Mfg. Company

Personal Appearance Miss Helen McCaffery, Supervising Nurse of Boston

Opportunities on Silk Mr. Herbert Good

Advantages of the Out Patient Department for Working Boys and Girls Dr. James J. Hepburn, Carney Hospital Staff

Work is the Genius that Wins Mr. W. Stanwood Field, Director Evening and Continuation Schools of Boston.

Peace Day Miss Sarah Wambaugh, The Woman's Peace Party

Vocational Studies These lectures may continue to include all vocations studied in the school. We cannot estimate the gain of this personal contact of successful men and women lecturing to the children.

Field Work Through the questionnaire or individual conference, through the selected course of study, vocational guidance has been considered. This is not a complete circle of vocational guidance work unless we consider the third factor, namely, the

field work. The greatest possible good has come in this work. Visits to hundreds of places of employment and many homes has proven this in the conduct of investigation conclusively.

Children 14 to 16 years The children in Boston between the ages of 14 to 16 years work in various fields of employment. A complete list has been made by Miss Harriet Dodge published by the Girls' Trade Educational League, Boston, Mass. It may also be found in "Readings of Vocational Guidance" by Bloomfield.

Factory Visits By a visit to the factory vocational counsellor has an opportunity to see the child at work or on the job. From the visit she obtains the record of the child's work, possibilities for advancements, type work the child is adapted to or if the child, as often is the case, is merely filling in during the rush.

Constructive Visits

"Blind Alley" Jobs After due consideration of the job, the question "Is there a future here for the child?" If so tie up the work with the type work the school offers. This will in time eliminate the blind alley job for the child, showing to the employer that when the child is vocationally placed and then having the employer then follow-up the child in the job, all blind alley jobs will be opened up through vocational couhselling of the teacher and employer. Instead of the blind alley jobs, there will only be temporary jobs open to promotions

for life's career. For example, a child working as an errand girl in a dressmaking establishment: The word errand girl means nothing but a blind alley job. A visit to the firm proves there is a chance for this girl to advance to sewing, stock girl, saleslady, bookkeeper or stenographer. The vocational counsellor's conference with the employer shows the opportunities opehed. The child decides through the counsellor the choice of trade. A visit to a power factory proves the same. A girl has a position of finisher in a factory. There may be an opening for various kinds of stitching or office work. The vocational counsellor may find out by a visit to the firm, the child's possibilities and place her correctly. The child always coming first, never sacrifice the child for the job.

Home Visits Home visits educate the parents who need help and advice as to the future possibilities for the child to earn a living wage. It gives the vocational guide an accurate knowledge of the child's environment. She finds out the length of time the child can study and receive help from home. In this case the child will be guarded from taking the job which offers the most pay for the present time.

Results These visits develop sympathetic relations between the school and home. It makes the child realize the human touch "someone else is interested in her". It shows the

parents the advantage of further education. Many home visits have resulted in parents having children return to school to study. Eventually, it means better citizens earning higher wages. These visits also instruct the parents to educate themselves. They open the avenues of education to them, such as, parents' clubs, school centers, immigration school.

Instruction to Parents These parents are instructed in right places for children to spend their spare time and which afford correct amusement such as recreation clubs, summer camps and libraries. Conclusively, it gives the mother the information necessary to give the child the advantage of the best efforts the city and state have given for her child's improvement.

DRESSMAKING

By courtesy of
Massachusetts Child Labor Committee.

DRESSMAKING

After the child has selected her subject she is assigned to that particular group. The following outline of the dressmaking group I have selected for example:

Period This group consists of a four period divided into two two-hour parts. Two hours are spent in instruction in the trade work and two in the academic work related to the trade.

Education The previous education of a child in this group varies from the fifth grade of the elementary school to the second year of High School.

Number The number of pupils in a group averages twenty to an instructor.

Method The method used in teaching the academic branches of this group is individual instruction. This is presented by sheet lessons arranged in series. The series advance from I -- or A -- according to grades. The instructor selects sheets after estimating child's ability. By this method no child loses. The following course worked out satisfactorily:

Programme

Two hours per week

Dressmaking Group

- Academic Work -

Girls from Grade IV to VIII, High School Pupils

Elementary Schools

I Opening of lesson

Penmanship

(Including memory gems) 10 minutes

II Arithmetic

1. On job

Series A----------

(Individual papers, advance as rapidly as the pupil can)

2. Bills

Series 1----------

(Individual papers, advance as rapidly as the pupil can)

3. Speed work

Processes (Four) 30 minutes

All work in arithmetic individual correction and explanation.

III English

1. Spelling

a. Words related to dressmaking

b. Words commonly misspelled

c. Business words

d. Streets of Boston

e. Firms related to trade

All words taken from selected list 20 minutes

2. Lessons in series A ---------- including

   a. Correction of errors

   b. Business letters

   c. Introduction

   d. Recommendation

   e. Ordering goods

   f. Requesting payment

   g. Answering complaints

   h. Making an appointment

   i. Friendly letters

   j. Formal letters

Oral and written description of gowns 30 minutes

Choice of

Iv Civics

V Hygiene

VI Commercial geography

1. Boston 20 minutes

2. Textiles (Including type lesson in Cotton, Wood, Silk, Linen. Samples of materials used from raw to the finished product. Stereopticon pictures used.) 5 minutes

VII Poetry

Subjects	Time Element
I. Penmanship	10 minutes

II	English		
	1. Spelling		20 minutes
	2. Lessons in series		30 "
III	Recreation		5 "
IV	Arithmetic	Civics) One of Hygiene) these	30 "
V	Commercial geography		20 "
VI	Poetry		5 "
		Total	120 minutes per week

(Notebook kept from lesson to lesson)

INSPECTOR MONOGRAM WORK

By courtesy of
Massachusetts Child Labor Committee.

PART THREE

A STUDY OF OCCUPATIONS

OCCUPATIONS

Study Boston Occupations

Great need of subject Occupations taught in Boston

Review of industries employing children fourteen to sixteen years of age.

Necessity of personal visits to employers. Field Workers.

Chart - Industries employing girls under sixteen years of age

Method of teaching Occupations

List of exhibits. Boston firms

Sheet lessons

WHY STUDY OCCUPATIONS

In a recent study statistics show:

8 YEARS AFTER LEAVING SCHOOL

Before 8th grade	average	$13.25	weekly	wage
8th grade	"	16.23	"	"
Finished High School	"	23.44	"	"

CONGRESSIONAL REPORT 1924

Washington, D. C.

"Boston leads in New England cities in juvenile employment. Increase over 1922 equal 18% more than previous year."

"Children working under sixteen years of age":

Number of certificates issued:

1925:	8272
1924:	7819
1923:	11325
1922:	9403

OCCUPATIONS

"There is no greater blessing in this world than a steady job, with increasing efficiency and hence increasing wages as time goes on." Paul H. Hanus.

The number of children enrolled in the Continuation School at various times is as follows:

1915	1916	1917	1918	1919	
1264	2716	3881	5867	6209	
1920	**1921**	**1922**	**1923**	**1924**	**1925**
5524	4205	4022	4621	7852	6249

Total 11 years enrolment - 52,410

Average each year - 4764 +

These statistics show that there is a large number of boys and girls in Boston who are on "jobs" and that there is the problem to develop in each of these working children through intelligent instruction the power to become efficient on "that job"; to enjoy the great blessing of a "steady job".

Efficiency in work has been accomplished through the study of Occupations. This work as part of the school program is comparatively new but it has been worked out in different parts of the country.

In Providence, R.I., a very complete course is conducted by the school department.

Detroit, Michigan, has established classes in Occupations and an interesting research "Occupations of Junior Workers" by Alexander Crockett and Jennie Clow has

resulted. In this research is this statement: "It has been estimated that over fifty percent of the workers of the United States are misfits."

If this is true surely something should be done to help the "Working Child" to make him fit.

Mr. E. E. Spanabel, Fifth Avenue High School of Pittsburgh, Pa., has contributed an interesting series of mimeographe d sheets on Occupations. Mr. Spanabel plans his work with the idea of introducing the study of Occupations after all inspirations to keep the child in school has failed. He says: "By staying in school through High School you multiplay your present chances for success by 9.2. By staying on through college by 199.5."

He also states that less than one percent of men in United States are college graduates, yet this one percent has furnished:

55 Percent of our Presidents

36 Percent of our Members of Congress

47 Percent of our Speakers of the House

The next best thing to obtain if you will not and cannot stay in school is a knowledge of Occupations through definite instruction.

The Ontario Government has made a detailed study of Occupations and published a profitable series on this subject.

"In the great masses of men, life is organized around

work: the whole life of the individual, the home and the community are at stake in the choice of an Occupation. If this is settled unwisely or not settled at all, as is too frequently the case, the state must pay in decreased efficienty, increased pauperism and bad citizenship." The intelligent choice of an Occupation is recognized as a vital thing in the Working Child's life.

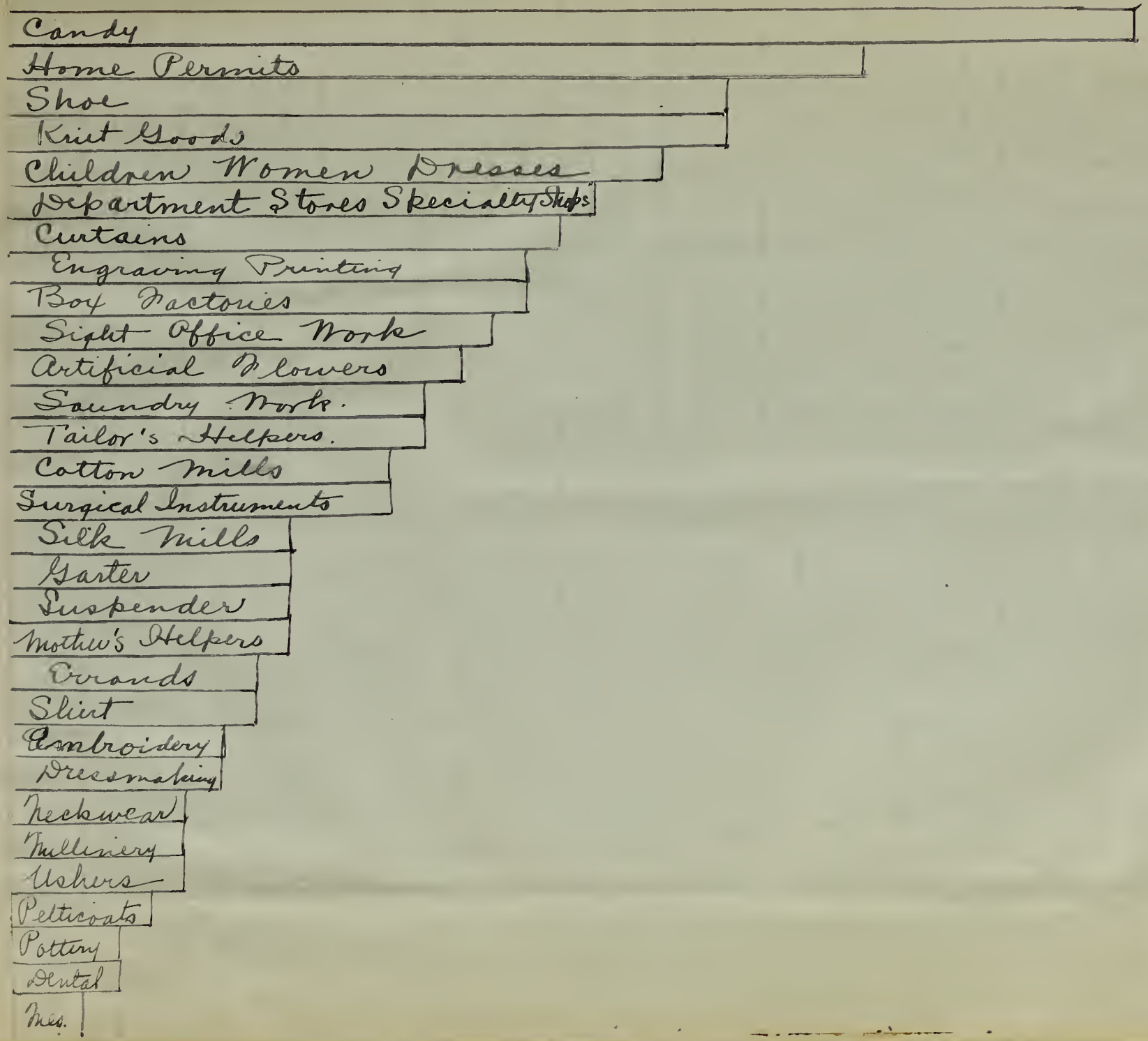
The need of the Study of Occupations open to the Working Child 14-16 years in his community and a knowledge of the advantages and disadvantages of their Occupations, is most apparent. It seems to me that this subject is as important as the study of any subject in the school curriculum.

The study of Occupations is part of the work in the Continuation School in the Entry Class. The method I follow is a labratory, project, problem combination. The labratory is the study of the industrial world. This demands patient research and the only way material and data can be accumulated is by personal investigation, that is by a visit of the instructor to the places of employment.

The Continuation School has an Employment Department that has functioned for ten years. On the records of 1924 are the names of the same firms who employed girls from 14-16 years of age when the school opened in 1914. Other firms have been added but the industries in Boston open to girls from 14-16 years of age are limited.

A recent survey of these industries may be studied from the following chart:

Boston Occupations 14-16 yrs. Girls.



L. C. Keyes.

It is an interesting fact that the majority of the employers cooperate with the work of the School splendidly. I obtained Industrial Exhibits from:

Story of Silk	New England Spun Silk Co. Western Avenue, Brighton
Story of Hat	Bowditch, Clapp & Tilton Chauncey Street
Story of the Garter	George Frost Company 551 Tremont Street
Story of the Dress	Gorman Wade Powers Co. Washington Street
Story of the Paper Flower	Boston Floral Supply Co. Cambridge Street
Story of Candy	Schraffts Company 160 North Washington St.
Story of the Necktie	Standard Neckwear Co. 111 Essex Street
Story of Cotton	Wholesale Cotton Manfrs. 40 Milk Street
Story of Wool	American Wool Co., Summer Street
Story of Department Store	Jordan March Co., Boston.

These exhibits are of value because they stimulate direct interest because "My firm made it and donated it to the School".

There is a wide field for further investigation and for the collection of material from other firms employing girls from 14 to 16 years of age.

The following list may be of interest:

T. G. Plant Company	Jamaica Plain
Thompson Crooker Company	Jamaica Plain
F. L. & J. C. Codman	Elkins St., Boston
Massachusetts Knitting Mills	1000 Washington St.
Fairclough & Gold	274 Summer St.
Wellington Pierce Company	368 Congress St.
Chester Suspender Company	1257 Columbus Ave.
Dickerman Box Company	32 Garrison St.
Royal Curtain Company	1283 Hyde Park Ave.
Stern Made Dress Company	786 Washington St.
John A. Lowell	139 Federal St.
Kingston Manufacturing Company	35 Kneeland St.
Paine Furniture Company	81 Arlington St.
C. N. White Company	99 Court St.
S. N. Abbott Company	100 Purchase St.
Cynthia Mills	16 New St., East Boston
F. L. Webster Company	338 Congress St.
F. W. Woolworth Company	Boston
S. S. Pierce Company	69 Tremont St.
Walter Barnes & Sons	33 Farnsworth St.
Maverick Mills	144 Addison St., East Boston
Market Paper Box Company	Western Ave., Brighton
Royal Paper Box Company	349 Cambridge Street

Department Stores:

L. P. Hollander Company

R. H. Stearns Company

Gilchrist Company

Houghton & Dutton

Raymonds Inc.

Shepard-Norwell Company

Various ways of obtaining information on Occupations:

1. Visits and inspection of plants by pupils.
2. Research in industrial field by instructor or field worker to keep material alive.
3. Information from children and members of family working in industry.
4. Lectures by specialists in Occupation.
5. Lantern talks and slides.
6. Displays:

   Charts, Pictures, Exhibits.
7. Books, Pamphlets, Clippings of industries (library work).
8. Lessons on Occupations, definite assignment in course of study with definite credit.
9. Making industrial charts and notebooks on Occupations.

The girls participation in the work comes in working out a definite project on Occupations. This work is aided by topical lesson sheets on Occupations.

A few of the industrial sheets are as follows:

BOSTON

BOX INDUSTRY

I. Qualifications

Good eyesight
Speed. Alertness
Good general health

II. Positions and Pay

Floor girl	$ 9.00
Examiner	12.00
Stripper	17.00

III. Chance of advancement

According to speed
1 girl under 16 years 2 months
$15.00 pay roll

IV. Conditions of work

Factory regulations

V. Product

Candy boxes

BOSTON

CANDY INDUSTRY

There is great opportunity for girls in Boston to obtain employment in the candy industry.

It is estimated that the total amount of candy manufactured during the year 1922 was one billion eight hundred thousand pounds. The sales of candy for the year 1922 was $432,689,151,000 (Manufacturer's price). The total value of candy sold to the consumers during the year was over one billion dollars.

It is estimated that the employers of the wholesale and retail trade of the candy industry is approximately 1,250,000.

Boston is one of the leaders in the manufacture of candy. Candy in one form or another has been manufactured in Boston for over seventy-five years. The industry has developed greatly due to the invention of labor saving machinery.

The qualifications for this type of work are:

1. Girls must be neat and clean.
2. They must have ability to use their hands with rapidity.
3. Steady in work, not restless, changing position without cause.
4. They must have good physical health (due to cool rooms and dipping rooms)

Wages

The wages for beginners are generally weekly ranging from $10.00 to $12.00. Advance workers $20.00 upwards weekly. Some workers are also paid by piece work.

As a rule the work is steady, although there is a heavy season for holiday goods.

How is Candy Manufactured?

1. Raw Cocoa Bean

   Separation of the raw cocoa bean from all foreign substances.

2. Cocoa Bean

   Cleaned and roasted. The purpose of roasting is develop and bring out the flavor and make them digestible and nourishing.

3. Cocoa Shells

   Cocoa beans are passed through a special machine for removing the shells.

4. Cocoa Bibs

   The cocoa bean is cracked into small pieces called "nibs" they are ready for milling.

5. Liquor Chocolate

   Nibs mixed in various proportions enter milling machines. First change into paste; then into thick brown liquor "Chocolate liquor".

6. Cocoa Powder

   This is the product which remains after the cocoa butter has been "pressed" out of the chocolate liquor.

7. Sweet Chocolate

   Unsweetened chocolate sweetened.

8. Fondant

Various flavors ready for dippihg.

9. Chocolate Creams

Dipping is mostly done by women. This type work calls for skill, rapid motion and painstaking care.

BOSTON CHILDREN DRESSES INDUSTRY

I. Qualifications

Stitchers
Plain seam
Sense of color
Know style
Knowledge of materials (textiles)
Knowledge of dressmaking
Assembly of dress.

II. Position and Pay

Few girls under 16 years $8.00
Ages 18 - Most all positions
paid by piece work - $18.00 week and up.

III. Steps in manufacturing process.

1. Sleeve makers - 35¢ per hour
2. Skirt makers - seam hemming - 40 ¢ per hour.
3. Bander - assembly of waist and skirt - 40¢ per hour

IV. Opportunities for advancement

Bander
Designer
Pattern Maker
Individual skill

V. Season

Not a season trade at present. This work has grown to a year round industry. Heaviest seasons - February and March.

VI. Condition of work

Factory regulations.

Industrial Exhibit O'Gorman, Wade, Power Co.

Story of Children's Dresses

BOSTON

Department Stores

There is little opportunity in Boston for the girl under sixteen years of age in department stores. A girl must be a high school graduate or attending school, studying the course in salesmanship. Some of the smaller stores, specialty shops, employ girls under sixteen years of age. The experience gained while working in the small store may be utilized in larger stores. The demand for women workers is always great in this work. Efficient workers receive good wages, steady work and advancement.

A. Qualifications

1. Good personal appearance
2. Graduate of High School
3. Good personality.
4. Good physical health
5. Educational work in stores
6. Executive ability
7. Observation
8. Honesty
9. Interest in Mdse.

B. Wage

Minimum wage scale Mass.

No maximum individual skill.

C. Specialization of work.

1. Sales
2. Clerical
3. Workrooms
4. Bundles
5. Delivery
6. Managers and Assistants
7. Packers and shippers
8. Cashiers
9. Other occupations
10. Mail order
11. Advertising.

D. Opportunities for advancement

1. Educational studies
2. Seniority of work
3. Great choice of work.

E. Conditions of Work

1. Subject to inspection
2. Personnel worker of store

Medical
Dental
Lunch Rooms
Rest Rooms
Clubs
Rest houses
Insurances
Recreational opportunities

F. Reason for selecting trade

1. A girl must enjoy meeting the public

2. Steady work

3. Opportunity great for advancement.

Bundle girl to buyer
Messenger
Cash office
Clerical work
Stockrooms
sales force
Management

4. Women not himdered by age.

"The longer the experience the more valuable the worker".

G. Parts of Boston.

Small specialty shops

Few large department stores.

Industrial Exhibits

Charts: Jordan Marsh Company

Filene Company

Wannamaker, New York

Marshall Field, Chicago.

Salesmen:

Allen - Business Employments, p. 58-67
Barnard - Getting a Living, p. 100-104
Filene - Careers for Women, p. 152-57
Fowler - Practical Saleswomanship
Hoerle - The Girl and the Job, p. 25-37
Hoover - Science and Art in Salesmanship
Maxwell - Training for a Salesman
O'Leary - Department Store Occupations, p.p. 60-63, 74-81
Weaver - Vocations for Girls, p.p. 107-114.

BOSTON

FLOWER MAKING INDUSTRY

WAXED PAPER

There is opportunity for work for children in the Flower Making Industry in Boston. This particular industry is more suitable to young workers. The work in this field is all year round.

The qualifications for this kind of work are:

1. Clean hands
2. Personal appearance
3. Ability to use the hands
4. Good commonsense.

The wages for the beginners average $8.00 to $10.00 weekly. Advanced workers $18.00 and upward.

How is a flower manufactured?

1. Paper is spread out on a board ready to be cut into petals by machine.
2. Cutting of petals with die.
3. Petals are then curled by hand by twisting corners around small piece of wire.
4. Bud of flower is made by hand workers.
5. Girls add petals to this bud.
6. Bud and petals are then tied with wire.
7. Rose or flower is then either dipped or waxed. Sent to packing room.

FLOWER MAKING INDUSTRY

WAXED PAPER

Continued.

8. Flower is ready for shipment.

Note: This type of work does not require artistic ability. It is a mechanical process.

Industrial Exhibit

Story of the Artificial Flower Mr. Robinson - Boston Floral Co.

BOSTON

GARTER INDUSTRY

There is a great opportunity in the "Garter Industry" for girls in Boston. Boston is one of the leaders in the manufacture of garters.

Many girls and women are employed in this work.

The qualifications for a girl to be successful in this work are:

1. Clean hands
2. Ability to operate a power machine. Stitchers.
3. Speed and accuracy.

The wages for beginners are $10.00 weekly advancing according to the individual's ability to $30.00 and up weekly. Wages are paid by week and piece.

How is a garter manufactured?

The steps in the manufacture of a garter depend upon the type garter.

1. Material for garter is cut by machinery. Pads or webbing.
2. Studder
3. Button placed on stud
4. Sticher - single or double stitching
5. Parts:

   Loop. Rubber cutton. Metal study. These are attached to garter.

GARTER INDUSTRY

Continued.

6. Binding
7. Assembling of parts of the garter
8. Banding of garter
9. Boxed, ready for shipment.

Note: Some of the factories will instruct and train apprentices.

BOSTON

Hosiery and Knit Goods

There is great opportunity for girls in the Hosiery and Knit Goods Industry in Boston. Ayoung worker may advance in this industry according to skill and speed in the work. "Good loopers, transfer knitters and menders of fine hosiery can get work at any time."

The qualifications for this kind of work are:

1. Speed
2. Accuracy
3. Good eyesight
4. Ability to use hands
5. Common sense (Machine work)

The wages for beginners average $8.00 - $12.00 weekly. Paid by piece experienced by week.

Specialization of trade

Hosiery work

One employer said:

"In hosiery, outside of looping, transfer knitting and mending any work should be learned in six to eight weeks."

1. Knitting
2. Topping and looping
3. Cutting
4. Finishing and seaming

Hosiery and Knitting Goods

Continued

5. Mending
6. Folders
7. Inspectors
8. Labellers
9. Boxing
10. Matching

Opportunities for advancement

1. Study of trade
2. Speed and skill
3. Age no limitation

Conditions of work

Factory inspection

BOSTON

NECKWEAR INDUSTRY

There is an opportunity for a child in the "Neckwear Industry" in Boston to learn the trade.

The qualifications for this kind of work are:

1. Good personal appearance
2. Ability to use hands quickly
3. Knowledge of power machine stitching.

The wages are paid by piece and week. Beginners start on $8.00 to $10.00 advance to $20.00 upwards.

How is a tie manufactured?

1. The tie itself is cut from a regular piece of silk 24 inches in width and comes in two parts.
2. It is then joined and pressed out where the joining is formed. At same time tape which goes inside is cut.
3. Tie is sewed on the reversed side. In doing same the tie is turned and comes out the way it should be when worn.
4. It is then pressed out, ends clipped.
5. Slip band sewed on.
6. Sent to packing room. Pinned and Shipped.

Note; Average silk cutter cuts 200 dozen per day.

A stitcher can sew 75 dozen per day paid at rate of $.25 a dozen.

A turner can turn 20 dozen per day at rate of 30¢ a dozen.

A band sewer can sew 50 dozen per day at rate of 10¢ a doz.

Industrial Exhibit

Story of the Necktie Standard Neckwear Company.

OCCUPATION

Write answers to the following questions:

1. Discuss keeping positions and winning promotions.

2. Name special abilities needed for the choice of dressmkaing, millinery, office practice.

3. Name any positions received through advertisements. Costs.

4. Write a letter of application for a position.

5. Discuss the problem of personal appearance in reference to securing a position.

6. Discuss letters of recommendation.

7. Name the type work you may study in Continuation School.

8. Name courses in Evening High School.

9. Name courses in Trade School.

OCCUPATION

Answer the following questions:

Write on the work of a dressmaker.

Why must a dressmaker be a good financial manager?

Drescribe the steps in the work of a dressmaker's apprentice.

Name the advantages of the work of a dressmaker. Disadvantages.

How may we prepare to be a dressmaker? a milliner?

Write what you know on the cost of a course in dressmaking. Millinery.

Name any firm in Boston whereyou may work as apprentices in dressmaking. Millinery.

Name any schools where you may take a course in dressmaking.

HOME PERMITS

Write answers to the following questions:

1. What is a Home Permit?
2. Explain Continuation School's stand in granting a Home Permit.
3. When may a Home Permit be released?
4. Reasons for receiving a Home Permit.
5. Name the opportunities for study of the girl with the Home Permit.
6. Name qualities that lead to success of the girl who remains at home.
7. Opportunity for girls to study with Home Permit in other school course work.
8. Health and Home Permit.
9. Part time occupation and Home Permit.
10. Courses of study most interesting to girl with Home Permit. Reason.

OCCUPATION

Write on the following:

1. How many working girls come into Boston each day?
2. Name some of the occupations in which these girls are employed.
3. Some of these girls are successful while others are not. Reasons.
4. Some of these girls are content with their choice of occupation. Why?
5. What characteristics must a successful working girl possess?
6. Name a list of occupations open to girls under 16 years.
7. What is an apprenticeship? Where may you find opportunity to study for trade? Factories?
8. Make a list of commercial courses given in Boston. Name of school.
9. Where may you study a trade in Boston? Name of schools.

OCCUPATION

Power Machine

Answer the following questions:

1. Make a list of factories in Boston where girls under 16 years of age may work.
2. Write on the wages of factory work, piece work; weekly salary.
3. Write on the minimum wage of factory work.
4. How are factories supervised?
5. Name the provisions some factories make for the comfort of their employees.
6. Reason why some employers remain with the factory for many years.
7. Name some of the good features of factory work.
8. If you have worked in a factory describe your type of work.
9. Name the unpleasant features of factory work.
10. What is meant by the term "efficiency"?
11. Difference between the girl who fails the the one who succeeds.
12. Discuss the quality of "tact". How may it help in work?
13. Discuss cooperation between employer and employee.
14. Describe "misfits".
15. Name steps which lead to "efficiency".

OCCUPATION

- Commercial -

Answer the following questions:

1. Write on the duties of a bookkeeper. Education necessary.
2. Previous training needed for commercial work.
3. Write on opportunities for office work for girls under 16 years.
4. Name the opportunities for employment as a stenographer.
5. Write on the educational standards necessary for a good typist.
6. Length of course necessary to qualify with a certificate in this work.
7. Write on the possibilities for employment as bookkeeper, typist, secretary.
8. What are the duties of the stenographer with a low salary?
9. Qualifications for private secretary; social secretary.
10. Name the subjects a stenographer must know to be successful.
11. Name a list of schools where commercial work may be studied.. costs.
12. Discuss the duties of a filing clerk.
13. Opportunities in department stores for clerical work. Boston.
14. Educational background for a commercial position.
15. Positions under Civil Service. Discuss commercial qualifications.

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The wider the investigation in this work, the more definitely it is appreciated that the problem of the child can be solved only through a knowledge of his contacts, namely: the home, the school and his work.

Much has been accomplished but a broader understanding, a deeper sympathy, a vision of how and when to act is needed to cope with the ever increasing complexities of present day sociological conditions.

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